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ABSTRACT

Designed for instructor/tutors in Jefferson College's Adult Basic Education (ABE) Program, this manual provides information about teaching basic skills to persons 16 years of age or older. Section I presents general program guidelines with respect to statewide ABE objectives, student absentees/withdrawals, teacher certification, and responsibilities of ABE instructor/tutors. After section II lists currently available instructional resources, section III presents information on instructing adults, covering: (1) questions commonly asked by new teachers, such as how to get discussion started, how to maintain student interest, how teaching adults differs from teaching children, and how to involve students in course planning; (2) the psychology of adult learning, which is discussed in terms of motivation, outside assignments, individual differences, basic psychological laws, and human relations; (3) the motivation of adult learners through such methods as goal fulfillment, participation, personalization, and ego boosting; and (4) ways to recruit and retain students, including information on signs of adult discontent, aspects of good student/teacher relationships, roadblocks to communication, and myths about good teaching. Next, the requirements are presented for one-year, five-year, and life ABE teacher certificates in Missouri. The final section contains samples of various ABE forms. (DAB)

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INTRODUCTION

We are pleased that you have decided to be a part of our ABE program. If you have had previous ABE teaching experience, you are aware of the many rewards in teaching adults. If you are a new recruit, get ready for an exciting year.

Our mission is to serve the student most in need of educational services. Many times it is difficult to recruit and retain the most in need but this effort must be our challenge for 1980-1981.

This booklet contains some information about teaching adults. These ideas have come from other teachers and Dr. Ron Hoenninger. Please peruse these ideas and use what you can.

The Adult Education Office at Jefferson College contains resource material that may be applicable to your needs. You are welcome to use these materials.

Good luck to you and do not hesitate to ask for any help we can give.

Noel Koranda

Noel Koranda
Jefferson College

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SECTION I

GENERAL PROGRAM GUIDELINES

ABE Instruction

Adult basic education instruction is designed to teach persons 16 years of age or older to read and write English and to substantially raise their educational level. The purpose of the program is to expand the educational opportunities for adults and to establish programs that will enable all adults to acquire basic skills necessary to function in society and allow them to secure training that will enable them to become more employable, productive and responsible citizens as well as allowing them to continue their education to at least the level of completion of secondary school.

Statewide Objectives

1. Provide a system that will allow a student to enter at any time of the year, develop educational objectives, and leave the program when the objectives are met.
2. Provide individual instruction on all levels in self-contained ABE classrooms.
3. Develop a comprehensive system of student and class records for each student and each ABE program.

Student Absentees/Withdrawals

Once the adult has enrolled and attended a class, it is the teachers' responsibility to provide the appropriate learning activities to motivate the student to return. When a student has been absent, the teacher should contact the student and encourage him to attend class. If the student does not plan to return, withdrawal information should be recorded on the appropriate forms.

Teacher Certification

All teachers will be required to attend a state certification workshop each year. New teachers will be granted emergency certificates until their workshop attendance can be fulfilled. Teacher aids are not required to have certification. Teachers may obtain 5 year certificates with 8 semester hours approved college credit in Adult Education, or a life certificate with 21 hours of approved college credit in Adult Education. Tuition grants are available to ABE teachers. Additional information is in the appendix on certification.

Job Description

The ABE-GED Instructor/Tutor is responsible to the local program director. The Instructor/Tutor will conduct the individualized program of instruction and tutoring in either ABE or GED review for a maximum class size of 20 students.

Major functions of the Instructor/Tutor are contained within four basic areas:

1. Individualized instruction in ABE and/or GED Review.
2. Individualized counseling and tutoring.
3. Curriculum Review and Development.
4. Student Records Management.

A. Individualized instruction in ABE and/or GED Review:

1. Develop individualized programs of instruction for each student as test data indicate.
2. Recommend for purchase, those materials and pieces of equipment deemed necessary to the program.
3. Utilize the combination of materials and equipment that best suits the needs of each student.
4. Combine individual students into small peer groups.
5. Perform those additional duties as may be assigned by the local program director.

B. Individualized Counseling and Tutoring:

1. Administer and analyze all diagnostic tests.
2. Review test results with students and recommend suggested programs of instruction.
3. Inform students of vocational opportunities within the area.
4. Monitor each student's individual progress.
5. Assist students in establishment of realistic goals and objectives.
6. Provide a positive learning environment that encourages success and builds self-confidence.

C. Curriculum Review and Development:

1. Monitor effectivess of all instructional components and materials in ABE-GED programs.
2. Recommend to the Director modifications in the ABE/GED program when analysis indicates.

D. Student Records Management:

1. Maintain accurate up-to-date class roster.
2. Maintain accurate up-to-date attendance records.
3. Complete students' yellow permenent record cards at end of the semester.
4. Provide Director with all forms, test data, and other relevant information for the students' permanent files.

SECTION II

INSTRUCTIONAL MATERIALS

CURRENT MATERIALS

GED

How to Prepare for the New High School Equivalency Examination
The Science Test
The Social Studies Test

READING

Introduction to Reading
News for You, A & B
The Reading Skills Test
Basic Reading Skills
Reading for Progress

MATHEMATICS

The Mathematics Test
Introduction to Arithmetic
Keys to Algebra
Practical Applications in Math
Think Metric

ENGLISH

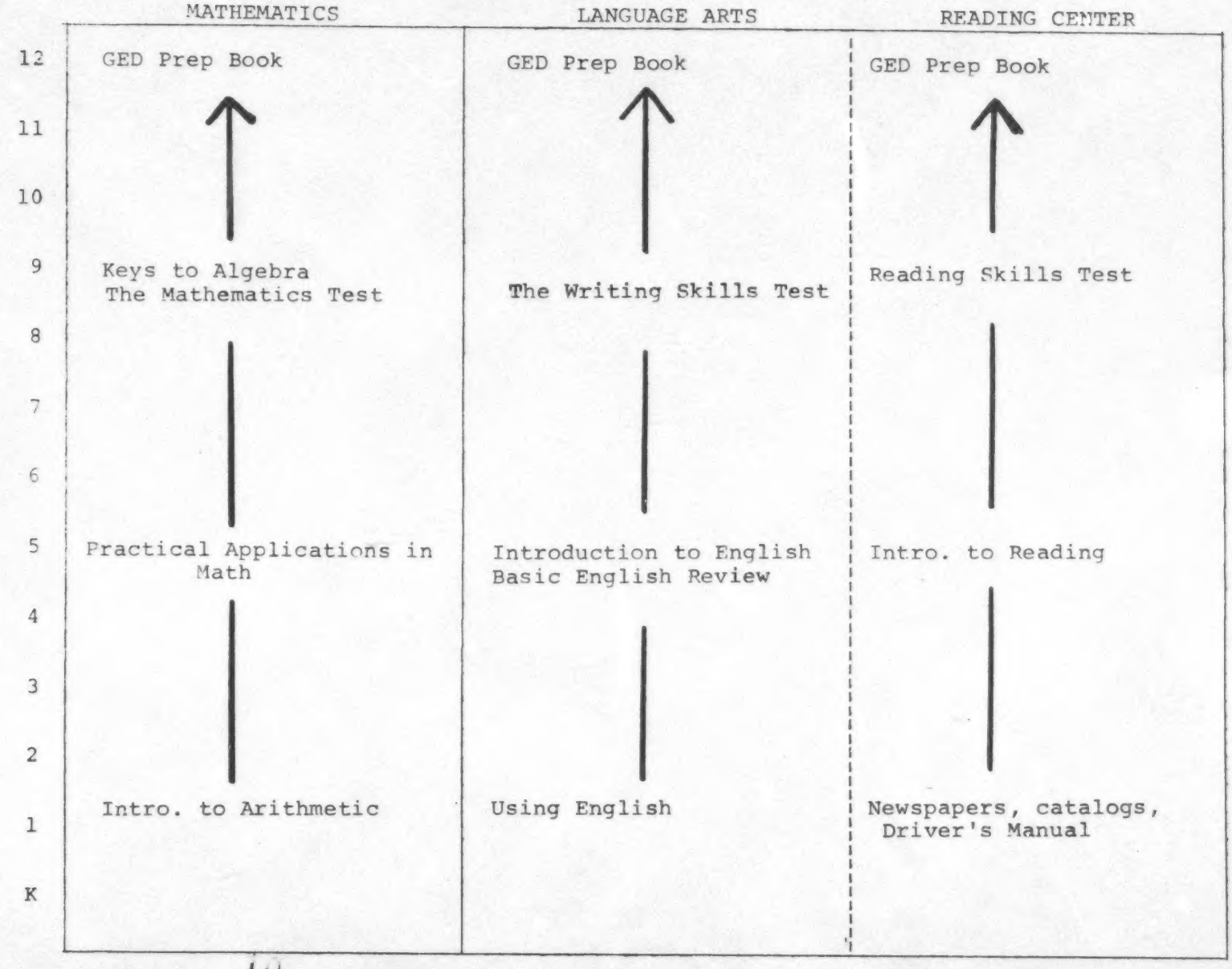
Introduction to English
Using English
Basic Writing Skills
The Writing Skills Test
Basic English Review

APL MATERIAL

Skills for Everyday Living
Forms for Your Future
Practice in Survival
Studying for Your Driver's Test
Payes (Program for Assessing Youth Employment Skills)

PLEASE GIVE ANY SUGGESTIONS YOU MIGHT HAVE FOR ADDITIONAL MATERIAL TO YOUR LOCAL PROGRAM DIRECTOR.

MATERIALS


MATHEMATICS
LANGUAGE ARTS
READING CENTER
12
11
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9
8
7
6
5
4
3
2
1
K
GED Prep Book
GED Prep Book
GED Prep Book
Keys to Algebra
The Mathematics Test
The Writing Skills Test
Reading Skills Test
Practical Applications in Math
Introduction to English
Basic English Review
Intro. to Reading
Intro. to Arithmetic
Using English
Newspapers, catalogs, Driver's Manual

SECTION III

INSTRUCTING ADULTS

I. WHAT NEW TEACHERS OF ADULTS WANT TO KNOW

If you are teaching adults for the first time, or are a relative newcomer to the field, you may be puzzled and concerned about many aspects of your new job. This section is devoted to answering some of the questions which come up most often in talking to teachers or leaders of adult groups. Because of limited space, the answers will be short. If you wish more detailed answers on any of these topics, or if they suggest other topics, pass them on to your supervisor as the basis for a new or expanded in-service education program in your school.

Q. I'VE BEEN TEACHING CHILDREN IN DAY SCHOOL. WHAT IS DIFFERENT ABOUT TEACHING ADULTS?

A. Most adults attend an adult class because they want to, not because they have to. They are self-motivated. Yet, because many adults doubt their ability to study and learn, or because they fear exposure and ridicule, they need constant re-motivation. If the course does not meet their needs, they may not say so. They simply don't come back. Adults come to class with background knowledge and opinions on many subjects. Even if they are learning to read and write, they have held jobs and raised families. They have something to contribute, as well as many things to learn. Give them opportunities to communicate their knowledge and experience to the rest of the class. It will boost their self-esteem, and the other students (as well as you, the teacher) will benefit.

Q. THIS IS MY FIRST YEAR TEACHING ADULTS. FRANKLY, I AM WORRIED. WHAT IF SOME OF THEM KNOW MORE THAN I DO?

A. This is one of the great rewards of teaching adults. In some classes it is perfectly possible that some students will know more about some things than any other students--or than the teacher. The teacher's opportunity then is to take time, early in the course, to inventory student resources and then make these a part of the learning process.

Q. HOW SHOULD I START OFF MY FIRST CLASS SESSION?

A. As all experienced teachers of adults know, the first classes of each term are crucial ones for grabbing and holding the interest of the students. The first few minutes of the first session of the year should be devoted to giving students a feeling that they are part of a warm, informal, and friendly group. . that they can speak comfortably. . .that they are not alone but that everyone is in the same boat. One way of doing all this is to embark on a discussion of what each student wants to learn--and why. This can be followed by talking about ways the student would like to relate to each other; who is to decide, and how, if someone monopolizes the teacher's time--or if the teacher seems to be spending too much time on materials which have already been covered.

Q. I'VE HEARD ABOUT INVOLVING STUDENTS IN PLANNING THE COURSE. HOW SHOULD I DO THIS?

A. Both the teacher and the student have definite roles in planning the course. It is your responsibility, as the teacher, to decide the course content and the units of instruction to be included. The students may:

* help decide how much time should be spent on each unit.

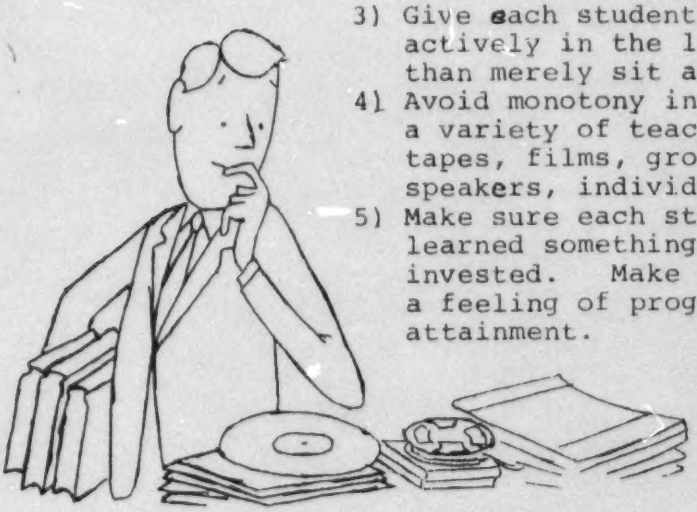
* help decide which of several units would be most helpful to them individually.

* suggest that emphasis be placed on certain aspects of instruction within a unit.

Q. WHAT METHODS CAN I USE TO KEEP UP STUDENT INTEREST?

A. Here are some ways teachers have found effective:

1) Find out why each student is in class, what his goal is, and help him think about ways of moving toward that goal.
2) Set up sub-goals and show how they lead to accomplishment of his main goals.



3) Give each student a chance to participate actively in the learning experience rather than merely sit and listen.
4) Avoid monotony in your class sessions--use a variety of teaching techniques, including tapes, films, group discussions, guest speakers, individual and group projects.
5) Make sure each student feels he or she has learned something for the time they have invested. Make sure they leave class with a feeling of progress and/or personal attainment.

Q. HOW CAN I GET DISCUSSION STARTED?

A. The discussion method of teaching has often been held to be the basic method of adult education. Here are a few hints to help get the discussion going:

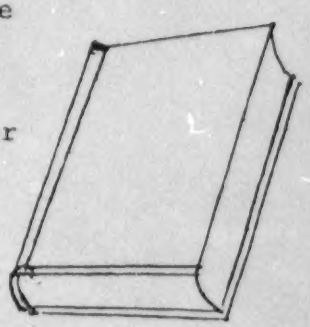
1. Many times the most provocative first question to ask members of the class is, "What questions do you have that you would like considered?"

2. Make assignments in advance (read a certain newspaper article, book, or watch a certain television show) which will provide a background for discussion. Students will then feel free to participate because they have something in common to discuss.

3. If the student is slow to warm up to discussion, break the group into smaller groups of four or five students, and let each small group discuss some aspect of a larger question. This technique usually relaxes individuals who feel shy about speaking up in a larger group.

Q. WHAT CAN I DO WHEN I THINK A STUDENT IS GOING TO DROP OUT?

A. When signs of apathy appear in a student, it's time to muster all the teaching skill and understanding you have. During a break, let the student know of your concern and your interest in his work and his success. Tell him you would like to talk to him after class. A friendly talk over a cup of coffee may bring out the problem and suggest a workable solution. If the problem suggests the need for a trained counselor, make an appointment for him. Individual help, before or after class, is another possibility.



Q. HOW CAN I MAKE SURE I WON'T GO TOO SLOWLY, OR TOO FAST?

A. No formal structure or framework can tell you how slowly or how quickly to proceed. You can only learn that from your students, through:

1) Observation. You will soon note that your class is made up of individuals with different learning speeds; you will be moving along too slowly for the fast student if you try to gear your pace to the slow learners. You may have to provide the fast learners with reading material or study projects to tackle while you are helping your slower students.

2) Student Feedback. After several class sessions, it is a good idea to have general class discussion on course content (whether the students think they are getting what meets their needs) and the teaching rate (whether you are moving along too quickly or too slowly). At first they may feel uneasy about "criticizing you," but you can ease their anxiety by telling them that they are helping you to help them more effectively.

3) Individualization Of Progress. In small groups or self-contained units, what you are teaching should be directed to the goods and needs of the learner. Do not frustrate him (by teaching beyond his present ability level of knowledge, do not bore him by wasting his time with material he has already mastered.

Q. HOW CAN I TELL WHETHER MY STUDENTS ARE REALLY LEARNING?

A. The traditional way, of course, is to give them tests. Two-way communication between you and your students must take place during every class session. Experience has shown over and over again that more learning takes place when students are encouraged by the teacher to ask him questions designed to:

1) Influence the rate of communication ("Would you say that again, Mr. Smith?")
2) Test for meaning ("Is this what you meant by that statement?")
3) Add meaning out of their own background ("My own experience on this has been. . .")
4) Freely analyze basic ideas ("What you say may be true. On the other hand, would you agree that. . .?")

Communication of this kind not only helps your students learn, but also tells you immediately whether they are learning or not.

Q. WHAT TEACHING QUALITIES SEEM TO BE MOST RESPECTED BY ADULT STUDENTS?

A. Above all, adults demand that a teacher be fair and impartial in his treatment of students. Most adult students were never the "teacher's pet" and they will reject the instructor who shows favoritism. Another virtue which ranks high on the scale is that of flexibility--which means that the teacher combines justice with mercy and temper all his teaching methods with common sense. The unyielding traditionalist won't last long in a classroom with adults without falling victim to a dropout rate which will bring a quick administrative inquiry.

Q. WHAT KIND OF HELP SHOULD I EXPECT FROM MY SUPERVISORS AND COUNSELORS?

A. He will be your initial source of help in such areas as:

1. Administrative details concerning classroom operation,
2. Information about available resources both inside and outside the school system,
3. Curriculum ideas, including availability of supplementary aids,
4. In-service training, including information about opportunities for professional growth,
5. Help with personal and career related needs and problems.

II. PSYCHOLOGY OF LEARNING

A. A Basic Principle

Students don't learn as a result of what teachers do, but as a result of what teachers get them to do. This basic principle is as important for students to understand as it is for teachers. The student who expects to learn by simply sitting back and listening is likely to be disappointed. The teacher, on the other hand, who relies solely on the "I'll lecture, you listen" type of teaching is not likely to see much learning take place.

Why is this? Learning is change--behavioral change in an individual. Behavioral changes don't truly become a part of a person until he has reinforced them through use. For example, a student can memorize the operation of a piece of equipment or a new word for his vocabulary. But he doesn't actually "learn" those things until he practices operating the equipment or using the new word. The student, in short, must be <u>involved</u> in the process of learning.

B. Motivation--The Key

Motivation probably is the most basic element of learning. It is that element which forces a person to move toward a goal. It is motivation that makes a student want to know, to understand, to believe, to act, to gain a skill. It is up to the teacher to recognize the importance of motivation and to find ways to bring motivation factors into the learning process. Some motivation factors are: the need for security, the need for new experience, the need for recognition, the need for self-esteem, the need for conformity, and the need to help others.

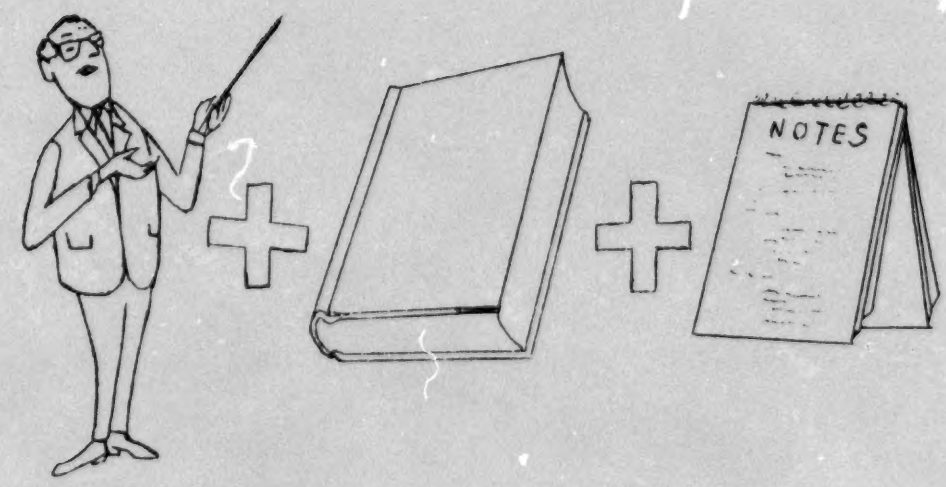
This matter of goals can be deceptive to both the student and the teacher. The student may set a goal for himself entirely different from that which the teacher has set for him. For example, a student may have enrolled in class purely to find social companionship (recognition), while the teacher has set a goal for him based on knowledge of subject matter.

C. Outside Assignments

Since many adults like outside assignments, we should look briefly at the role motivation plays here. When teachers simply tell students to read a certain number of pages or perform some other specific task, they are not motivating students to do that work. Instead, teachers should help students discover what their needs are that can be met as a result of the outside assignment.

Naturally, this technique requires work on the part of the teacher, too. For the teacher must help the students think through why they should know the subject and how and when they can use it. Only then can the student clearly define the desired learning outcomes. The assignment then given to the students should include these points:

1. The lesson objective (what he should be able to do by studying the assignment)
2. Why the subject is important to him;
3. Where to find the necessary study material;
4. What to watch for in each reference;
5. What to expect in the class period (what he will be expected to do or know.)



D. Individual Differences

If the learning process is to be an active process, it is imperative that the teacher recognize that individual differences exist among students. No two people learn at the same rate. A student's experience and background in a particular subject, for instance, may vary a few weeks or many years from that of another student. The teacher who recognizes these differences and plans his teaching accordingly will help each student approach maximum learning within his own capabilities. These are some ways of determining individual differences in a group:

*Student discussion after a lecture. The teacher may note that one student absorbed almost all the main facts covered, while another student digested only a few isolated ones. The discussion also may help the teacher find out why these differences exist.

*Student records. Frequently these records will show achievement scores and intelligence test scores. Educational achievement (in years) sometimes will be helpful, too.

E. The Psychological Laws

There are a number of very basic psychological laws which control and affect students in the learning process. The teacher of adults who hopes to achieve any real measure of success in teaching, must understand these laws if he is to make the learning experience more effective, lasting, and enjoyable for the students.

The Law of Effect--People tend to accept and repeat those responses which are pleasant and satisfying and to avoid those which are annoying. If an adult enrolls in a course expecting to learn a new skill, for example, and quickly finds that he is learning it and enjoying the learning process, he will tend to want to keep returning to class. Moreover, he probably will want to enroll in more courses upon completing the first one. In short, "Nothing succeeds like success." Students should experience personal satisfaction from each learning activity and should achieve some success in each class period by mastering some new idea or operation.

The Law of Exercise--The more often an act is repeated, the more quickly a habit is established. Practice makes perfect--if the practice is the right kind. Practicing the wrong thing will become a habit, too, and one that's hard to break. The teacher should be sure that his students are performing an operation correctly.

The Law of Disuse--A skill not practiced or a knowledge not used will be largely lost or forgotten. The teacher should recognize the value of repetition in the classroom for reinforcing newly-gained knowledge or skills. Studies have shown that the period immediately following the learning process is the most critical in terms of retention. Important items should be reviewed soon after the initial instruction.

The Law of Intensity--A vivid, dramatic, or exciting learning experience is more likely to be remembered than a routine or boring experience. This doesn't mean the classroom should be a circus or a theatre-in-the-round. But, on the other hand, the teachers (and their subjects) longest remembered are those who had the ability to "bring their subjects alive." By using vivid examples and other supporting material, teaching can be dramatic and realistic.

The Law of Primacy--First impressions are the most lasting. This means that those first classes are all important. The teacher should arouse interest, create a sense of need for the subject matter, and insure that the students learn it right the first time.

F. Human Relations

The teacher of adults is never allowed to forget that his students are flesh-and-blood human beings. Their wants, needs, drives, desires and feelings as adults tend to become more obvious to you because you, as an adult, may have felt the same way at one time or another. Student emotions may come out in many ways, however, and it is important for the teacher to recognize these ways. Some of these are: Projection (finding someone else or something else to blame for a weakness--maybe you) rationalization (finding an explanation which sounds reasonable but doesn't get to the real base of the matter); aggressiveness (anger, contempt, discourtesy, loudness); flight (escape from a frustrating situation, finding an excuse to stay away from class); resignation (giving up, showing little or no interest in the class.)

The teacher can help overcome many of these blocking mechanisms by following four basic human relations practices:

1. Help students set reasonable standards for themselves which they can achieve. Most people want to be better than average but, obviously, this is impossible for there is to be an average. The teacher should help the student identify those isolated areas in which the student excels and help him realize that satisfaction gained from competence in one area makes up for average ability in another.

2. Help students help themselves. Students sometimes flounder, become frustrated and turn to the teacher for help. The teacher then should be warm and understanding but help the student figure out the difficulty for himself, not work it out for him. This offers an opportunity for development on the part of the student.

3. Keep students informed. Share with your students the plan for the entire course so they will know what is going on and what to expect. Seeing the big picture helps them understand each part of it.

4. Encourage the students to tell you how to see you as a leader--ways in which your teaching methods are helpful--and ways in which you could be of still more help.

III. HOW TO MOTIVATE ADULT LEARNERS

A. How's Your "Holding Power?"

Most men and women who are involved in learning activities don't have to be there and may leave whenever they like. This lack of a compulsory aspect makes adult education a direct challenge to the "holding power" of the teacher. If his classes drag, if his techniques are dated, boring, if he doesn't grab and maintain the interest of all his students, he may find himself facing an empty classroom.

Experienced teachers use many different methods to hold the interest of their students, and are constantly looking for new ideas. Here are some techniques that have been successful.

1. Goal-fulfillment. When a teacher can find out why each student is in class, and what he hopes to get out of that learning situation, the teacher can keep him interested by helping him move toward his goal.

2. Subgoals. It is inevitable that many things students practice or study seem to have little relationship to their ultimate goal. It is up to you, the teacher, to help them analyze and consciously think about the relationship of seemingly pointless activities to long-range purposes. Set up subgoals. When each is accomplished, show them how it leads inevitably to accomplishment of their main goals. "The seeking of a long-delayed reward is made possible only to the establishment of subgoals, each of which can be achieved with a much shorter delay," says Laurance F. Shaffer, professor, Dept. of Psychological Foundations and Services, Columbia University.

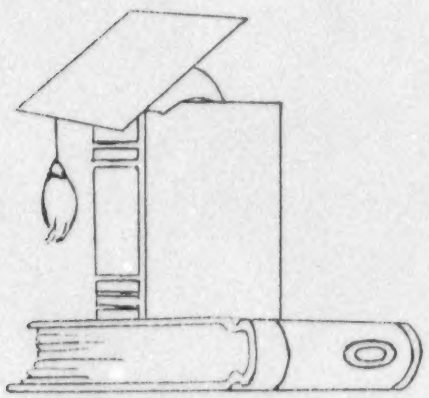
3. Participation. The more a student can take active part in the learning situation--as opposed to merely sitting and listening to others--the more likely he is to become and remain interested. Also, as he participates he may find his goals expanding. The man who enrolled to make new friends may find he enjoys the subject for its own sake.

4. Personalization. Personal involvement--through self-tests, quizzes, and other self-revealing devices--appeals strongly to the most lethargic student. Few people can resist an opportunity to find out how well they can do on self-tests. That is why quizzes and other self-analysis devices are so frequently found in magazines.

5. Variety. When the adult student realizes that different, interesting things happen in every class session, he is more likely to stay with it. Yet the good teacher of adults knows that variety is not enough--his films, audiovisual aid, guest speakers and other offerings must contribute to the individual student's learning and growth. Being different--just to be different--is not the answer.

6. Ego-boosting. When adult students feel that they are just one of the mob; when they receive little or no individual attention, they leave the class either physically or mentally--unless their reason for attending is a powerful one. Elizabeth Drews, associate professor, College of Education, Michigan State University, said recently, "Teachers must show that they like their students, like doing things with them, value them, and learn from them."

7. Success. In order to become deeply interested in learning a skill, or new facts, the student should experience the joy of being successful. It is up to the teacher to give every student the chance to be successful, no matter on how limited a level. When a slow student learns to perform a simple task correctly, or feedback a correct answer, he is much more likely to want to continue learning. Continued failure is a killer of incentive to learn, particularly so with adult students who feel deeply their inability to study and learn, and are extremely sensitive to failure, to appearing "stupid" or "ignorant".



IV. HOW TEACHERS RECRUIT AND HOLD STUDENTS

I. Some keys to successful work with adult learners are the following:

1. Friendly and optimistic attitude

2. Treat students as mature adults and as peers; this can be done without damaging the student-teacher relationship.

3. Telephone students who are absent; show genuine interest in their reason for missing class session.

4. Repeatedly (without nagging) explain importance of regular attendance.

5. Review what happened in the previous class at beginning of each period. This encourages absentees to return with more ease.

6. Show clearly as possible the goal each individual is to attain (short and long-range goals).

7. Some adult students like to be told specifically what to do--to them it is special attention and also indicates your personal concern.

8. Stimulate formation of friendship among students by self-introduction, occupation, particular achievement. This will develop a feeling of group loyalty.

9. At the end of the class session give them reasons for returning next time, interesting items which will happen next time.

10. Whenever possible give student take-home, read or do material--not homework, but as a fringe benefit.

11. Make sure that at every class session each student feels a personal accomplishment. Use the last 10 or 15 minutes of class time to do this. Personal achievement is indeed a heady brew which will keep them coming back for more.

12. In the final analysis, a person stays in class unless he is sick, moves from the area, or other unavoidable eventualities, if that class meets his needs. His needs may be intellectual, vocational, emotional, or social. He may be in class to learn more about grammer, mathematics, machinery, etc., or to meet people and make friends.

13. It is up to the teacher to diagnose each student's need, then try to meet that need; their need or needs may not be only the basic skills.

II. Some signs of adult discontent are the following:

1. If a student is overly shy or timid, the cause may be

   a. Class only partly satisfying needs;
   b. The student feels inferior to others in the class;
   c. The subject is too advanced;
   d. Over participation of two or three dominant classmates.

   And the teacher can be supportive of the student in open discussion; help the student see that others may feel equally shy; spend more time in getting acquainted; use small groups within the class.

2. If a student is overly talkative or impatient with contributions of other students, the cause may be

   a. Class too elementary;
   b. Lession plan poorly organized;
   c. No standards of class participation;
   d. Need to gain individual recognition.

   And the teacher can check individual needs; better organize the class; involve class in making decisions on what is a good contribution to discussion.

3. If a student is slow; loses point of discussion; on low level of participation, the cause may be

   a. Class work too advanced;
   b. Student not clear as to what is expected of him;
   c. Not hearing or seeing well.

   And the teacher can provide individual counseling and/or group guidance; use more illustrative materials; check on classroom "communications".

4. If a student is nervous or fidgety; frequently yawning; restless, the cause may be

   a. Poor classroom facilities;
   b. Presentation of the teacher is boring;
   c. Class work seems "academic" and not very practical;
   d. Student doesn't feel free to participate.

   And the teacher can improve classroom conditions; spend more time in student participation and planning; increased use of committees or other small learning groups.

5. If a student is delaying the opening of class and eager to leave, the cause may be

   a. The topic on which the class is working doesn't seem important;
   b. The student would prefer to work on some other topic.

   And the teacher can help students themselves to contribute, discuss, classify and list items to be included in the curriculum.

WHAT IS A GOOD TEACHER-STUDENT RELATIONSHIP?

The relationship between a teacher and a student is good when it has:

(1) OPENNESS OR TRANSPARENCY, so each is able to risk directness and honesty with the other.

(2) CARING, when each knows that he is valued by the other.

(3) INTERDEPENDENCE (as apposed to dependency) of one or the other.

(4) SEPARATENESS, to allow each to grow and to develop his uniqueness, creativity, and individuality.

(5) MUTUAL NEEDS MEETING, so that neither's needs are met at the expense of the other's needs.

Many teachers respond to this list of characteristic by saying, "Well, that sounds very nice, but can I have that kind of relationship in my classroom?" The answer is a qualified yes. While humans never achieve perfection in anything they do, every teacher can improve relationships with young people so that they become MORE open, MORE caring, MORE inter-dependent, MORE separate, and MORE satisfying. It is through such improvements that the social institution we call "school", with all of its limiting characteristics, can be made into a humane and vital organization where "education" can take place.

Twelve Roadblocks to Communication

Offer a solution or solutions to the student's problem.

1. Ordering, commanding, direction. Example: "You stop complaining and get your work done."

2. Warning, threatening. Example: "You'd better get on the ball if you expect to get a good grade in this class."

3. Moralizing, preaching, giving "shoulds" and "oughts". Example: "You know it's your job to study when you come to school. You should leave your personal problems at home where they belong."

4. Advising, offering solutions or suggestions. Example: "The thing for you to do is to work out a better time schedule. Then you'll be able to get all your work done."

5. Teaching, lecturing, giving logical arguments. Example: "Let's look at the facts. You better remember there are only thirty-four more days of school to complete that assignment."

Communicate judgment, evaluation, or put-downs.

6. Judging, criticizing, disagreeing, blaming. Example: "You're just plain lazy or you're a big procrastinator."

7. Name-calling, stereotyping, labeling. Example: "You're acting like a fourth-grader, not like someone almost ready for high school."

8. Interpreting, analyzing, diagnosing. Example: "You're just trying to get out of doing that assignment."

Attempts by teachers to make a student feel better, to make a problem go away, or to deny that he even has a real problem.

9. Praising, agreeing, giving positive evaluations. Example: "You're really a very competent young man. I'm sure you'll figure how to get it done somehow."

10. Reassuring, sympathizing, consoling, supporting. Example: "You're not the only one who ever felt like this. I've felt that way about tough assignments, too. Besides, it won't seem hard when you get into it."

The teacher intends to solve the student's problem by coming up with his/her best solution, rather than help the student to solve the problem himself.

11. Questioning, probing, interrogating, cross-examining. Example: "Do you think the assignment was too hard?" "How much time did you spend on it?" "Why did you wait so long to ask for help?" "How many hours have you put in on it?"

Change the subject, divert the student, or avoid having to deal with the student at all.

12. Withdrawing, distracting, being sarcastic, humoring, diverting. Examples: "Come on, let's talk about something more pleasant." "Now isn't the time." "Let's get back to our lesson." "Seems like someone got up on the wrong side of the bed this morning."

MYTHS, EXPECTATIONS, AND PLAYING ROLES

MYTH NUMBER 1 — Good teachers are calm, unflappable, always even-tempered. They never lose their "cool", never show strong emotions.

MYTH NUMBER 2 — Good teachers have no biases or prejudices, Black, whites, Chicanos, dumb kids, smart kids, girls, boys, all look to a Good Teacher. Good teachers are neither racists nor sexists.

MYTH NUMBER 3 — Good teachers can and do hide their real feelings from students.

MYTH NUMBER 4 — Good teachers have the same degree of acceptance for all students. They never have "favorites".

MYTH NUMBER 5 — Good teachers provide a learning environment that is exciting, stimulating, and free, yet quiet and orderly at all times.

MYTH NUMBER 6 — Good teachers, above all, are consistent. They never vary, show partiality, forget, feel high or low, or make mistakes.

MYTH NUMBER 7 — Good teachers know the answers. They have greater wisdom than students.

MYTH NUMBER 8 — Good teachers support each other, present a "united front" to the students regardless of personal feelings, values, or convictions.

SECTION IV

TEACHER CERTIFICATION

Form TC-06A
State Department of Elementary
and Secondary Education
Teacher Education and Certification

July 1, 1975

MISSOURI ADULT BASIC EDUCATION TEACHER CERTIFICATION STANDARDS

I. Requirements for a life teacher's certificate in Adult Basic Education:

A. Baccalaureate degree from a four-year college or university, regionally accredited for purposes of teacher education, and meet the requirements for a regular Missouri life teacher's certificate.

B. A minimum of 21 hours in the area of adult education to include the following courses:

	Sem. Hrs.
1. Foundations (Social, philosophical, psychological, of adult education)	3 - 4
2. Administration (Organization, administration, or supervision of adult education)	3 - 4
3. Methodology (Methods, techniques and/or skills for teaching adults)	2 - 4
4. Methods of Teaching Elementary Reading	2 - 4
5. Methods of Teaching Elementary Mathematics	2 - 4
6. Curriculum (Theory and/or development of curriculum)	2 - 4
7. Electives in Adult Education, to provide a solid background in teaching of adults, such as: Foundations of Adult Education; Teaching Reading to Adults; Teaching Communication Skills to Adults; Seminars, Workshop, Internships, Problems and Practicums in Adult Education; The Teaching-Learning Process in Adult Education; Current Issues or Topics in Adult Education; Federal Relations in Adult Education. (A maximum of 3 hours credit for an Audio-Visual or Media Course may be used to meet this requirement.)	7 - 0
TOTAL	21 hours

II. Five- year teacher's certificate in Adult Basic Education:

A. Baccalaureate degree from a four-year college or university, regionally accredited for purposes of teacher education, and meet the requirements for a regular Missouri life teacher's certificate.

B. A minimum of 8 semester hours of approved college credit in Adult Education. This certificate is renewable upon earning an additional 8 semester hours of approved college credit in Adult Education. Credit must be applicable to requirements for life certification.
C. The teacher must be recommended by the local superintendent or Director of Adult Education to the Missouri Director of Teacher Certification as an Adult Basic Education teacher in their district.

III. One-year teacher's certificate in Adult Basic Education:
A. Baccalaureate degree from a four-year college or university, regionally accredited for purposes of teacher education.
B. The teacher must attend an Adult Basic Education teacher training workshop approved by the Missouri State Director of Adult Education, earning a minimum of 1 semester hour of approved college credit in Adult Education. (This credit must be applicable to life certification.)
C. The teacher must be recommended by the local superintendent or Director of Adult Education to the Missouri Director of Teacher Certification as an Adult Basic Education teacher who will be employed in their local Adult Basic Education program funded by the Missouri State Department of Elementary and Secondary Education.

1 -06

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
TEACHER CERTIFICATION SECTION
P.O. Box 480, Jefferson City, Missouri 65102

Number: 80-900-506
10/79

APPLICATION FOR ADULT BASIC EDUCATION CERTIFICATE

1. Identification Data:

NAME (LAST) (FIRST) (MID. INIT.)	SOCIAL SECURITY NUMBER	BIRTHDATE	SEX MALE ☐ FEMALE ☐	MARITAL STATUS ☐ SINGLE ☐ MARRIED
ADDRESS	CITY			STATE & ZIP CODE

Type of certificate applied for:

_____ 1 Year Emergency _____ 5 Year ABE

_____ 1 Year Regular _____ LIFE ABE

2. Adult Basic Education Workshops Attended:

LOCATION	DATES

FOR STATE USE ONLY

Date Received _____

Date Approved _____

Type of Certificate:

Act.	Cert. FLD	Cert. Code	Subject Code	Re-new	Exp. Date

3. Education–Indicate education below:

SCHOOL OR COLLEGE	YEARS OR HOURS CREDIT	EXACT DATES	MAJOR	DEGREES	DATES

Attach a copy of your transcript(s). (Does not apply for regular or emergency certification.)

4. Have you ever had a teaching certificate revoked in any state?
☐ Yes ☐ No

5. I certify that the above statements are true and correct to the best of my knowledge.

_____ _____ _____
Date Signature of Teacher

6. This applicant has provided satisfactory evidence of good moral character and I therefore recommend that the appropriate certificate be issued.

_____ _____ _____
Date Signature of School Official (Superintendent or ABE Dir.) Title

_____ _____ _____
Employing School District Address Zip

Number: 60-100-511
Revised: 10/75

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
ADULT EDUCATION
P.O. Box 480
Jefferson City, Missouri 65101

APPLICATION FOR ADULT BASIC EDUCATION SPECIAL CERTIFICATE

1. Identification Data:

NAME (LAST / FIRST / MID. INIT.)	SOCIAL SECURITY NUMBER	BIRTHDATE	SEX	MARITAL STATUS
			MALE ☐ FEMALE ☐	☐ SINGLE ☐ MARRIED

ADDRESS	CITY	STATE & ZIP CODE

2. ADULT BASIC EDUCATION TEACHING CERTIFICATE: _____ 1 Year Regular

_____ 1 Year Emergency

3. DATES AND LOCATION OF LAST ADULT BASIC EDUCATION WORKSHOP ATTENDED:

_____

_____

4. *This applicant has provided satisfactory evidence of good moral character and I, therefore, recommend that the appropriate certificate be issued.*

_____
DATE

_____
EMPLOYING SCHOOL DISTRICT

_____
SUPERINTENDENT OR ABE DIRECTOR

_____
TITLE

FOR STATE USE ONLY

Date Received: _____
Date Approved: _____
Type of Certificate: _____
Approved by: _____

2

SECTION V

A.B.E. FORMS

ADULT BASIC EDUCATION FORMS

You should be familiar with the following forms:

Form 1 and 2: Each student fills out one of these forms when enrolling.

Form 1: Adult Basic Education Registration Form (AB1)

Students fill out completely. You are to receive the yellow copy for your information about your students.

Form 2: Orientation Sheet (AB2)

Students will fill out completely. You are to keep until the end of the semester for your own information about the students in your class.

Form 3, 4 and 5: To be filled out completely by you for each student.

Form 3: Attendance Sheet

You will be given an attendance sheet with your students' names already on it. For each student mark E for the day they enter; D for the day they drop; and A for the days absent. For all students mark the number of hours present for each session.

Form 4: Yellow Permanent Record Card

One should be filled out completely for each student who has enrolled. It is your duty to see that the form is completed.

Form 5: Class Roster

Each student who has registered for classes should be on this form. Please keep it up to date.

Permanent File: A Permanent File is kept on each student. Return the above forms to your local director for the file along with any diagnostic tests you have used.

AB1

JEFFERSON COLLEGE
ADULT BASIC EDUCATION

NAME _____

ADDRESS _____

_____

TELEPHONE _____

SOCIAL SECURITY NO. _____

DATE OF ENROLLMENT _____

AGE
16-17 _____
18-24 _____
25-34 _____
35-44 _____
45-54 _____
55-64 _____
65-over _____

BIRTH DATE _____

LOCATION (SCHOOL DIST.) _____

Circle last grade completed 1 2 3 4 5 6 7 8 9 10 11 12

Year last attended school _____ Name of school _____

Are you working? Yes____ No____ Current occupation _____

Working hours _____

Please check the appropriate information:

_____ English speaking white
_____ Spanish speaking white
_____ Black
_____ American Indian
_____ Asian
_____ other

_____ male
_____ female
_____ single
_____ married
_____ widow/er
_____ other

Do you read: newspaper _____ How often _____
book _____ _____
magazine _____ _____

Is this the first time you have enrolled in an Adult Basic Education class?

yes____ no____. If no, where did you attend previously? _____

What do you want to accomplish from attending Adult Basic Education classes?

_____

_____

_____

assigned to class in Room _____ Teacher _____

Room _____ Teacher _____

Room _____ Teacher _____

COPY DISTRIBUTION: White copy to Jefferson College Business Office, pink copy to Adult Education Office, Blue to local supervisor/counselor, yellow to teacher.

ORIENTATION

Please Give This Personal Information And Goals Sheet To Your Teacher.

Name _____

Highest Grade Completed: 1 2 3 4 5 6 7 8 9 10 11 12

_____

Please check any of the following reasons that led you to enroll in the ABE Program:

_____ Get a job/a better job.

_____ Get into the service.

_____ Would like to go to college someday.

_____ Been told I need a high school diploma by an employer.

_____ Always wanted to finish and now I have time.

_____ To know more so I can help my children.

_____ Just want to finish high school so I can say I did it.

_____ Feel it may help me in the future if I finish it.

_____ Just want to learn to read, write, and do math better.

Other: _____

_____

_____

What are your immediate learning goals (What do you want to learn, be able to do)? _____

_____

How much time (how long) do you feel you have to work toward your goal? _____

Of the three areas listed, check the one you feel you need the most help in.

_____Math _____English _____Reading

DEVELOPMENTAL STUDIES
ATTENDANCE SHEET

INSTRUCTOR JANE DOE SEMESTER FALL YEAR 1978

LOCATION JEFFERSON COLLEGE TIME 9:30--11:30 a.m. DAY(S) TUES/THURS

FOR EACH STUDENT MARK: E for day entered; D for day dropped; A for days absent;
For all students mark the number of hrs. present for each session

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28
NAME	HRS	DATE 9-4	9-6	9-11	9-13	9-18	9-20	9-25	9-27	10-2	10-4																		TOTAL HRS. PER STUDENT
		2	2	2	2	2	2	2	2	2	2																		
1. Abel, Tom		E2	2	A	A	2	A	D																					6
2. Gant, Margie			E2	2	3	3	A	2	2	2	2																		18
3. Meyer, Betty		E2	2	2	1	A	A	A	2	2	A																		11
4. Rally, Bill					E2	2	2	1	2	D																			9
5. Young, Louise			E1	2	2	2	3	A	A	2	2																		14
6.																													
7.																													
8.																													
9.																													
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15.																													
16.																													
17.																													
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19.																													
20.																													
21.																													
22.																													
23.																													
24.																													
25.																													
TOTAL HRS/SESSION		4	7	6	8	9	5	3	6	6	4																		58

Return Blue copies with Registration Form (AB1) *After Registration* to the Jefferson College Office of Adult and Continuing Education.

Return white and Gold copies *After First Class* to the Jefferson College Office of Adult & Continuing Education

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TEACHER & COUNSELOR ARE TO COMPLETE THIS CARD FOR EACH STUDENT IN PROGRAM

ABE STUDENT RECORD
Revised 7/78

PLEASE USE ENROLLMENT FORM, ROSTER AND ATTENDANCE SHEET AND FILL OUT COMPLETELY.

NAME	ADDRESS	PHONE
DATE OF ENROLLMENT	NEW STUDENT ___YES___NO	PREVIOUS ENROLLMENT DATE

I. ENROLLMENT CLASSIFICATION

A. BY GRADE LEVEL: Student placed at which beginning functional level

Level 1 (1-8) _____
Level 2 (9-12) _____

B. BY SEX _____

Male _____
Female _____

C. BY AGE _____

16-24 _____
25-34 _____
35-44 _____
45-54 _____
55-64 _____
65 + _____

D. BY HERITAGE _____

American Indian/Alaskian _____
Black _____
Asian or Pacific Islander _____
Hispanic _____
Other Not Included Above _____

E. BY INSTITUTIONAL AFFILIATION _____

Correctional 42 _____
Hospital _____
Welfare Recipient _____
Other _____

II. PERSONAL PROGRESS

A. Did this student fill out an application to take the GED? _____Yes _____No

B. Did this individual complete any of the following levels--if so check each level student completed.

	Completed
Level 1 (1-8)	_____
Level 2 (9-12)	_____

C. Presently at which level would you mark the reading ability of this student.

Level 1 _____ Level 2 _____

III. REASONS FOR SEPARATION

To take a job (unemployed) _____
To take a better job _____
To enter another training program _____
Met personal objective _____
For lack of interest _____
Health problems _____
Transportation problems _____
Child Care problems _____
Family problems _____
Time Class/Program is scheduled _____
Unknown Reasons _____
Other (Specify) _____

43

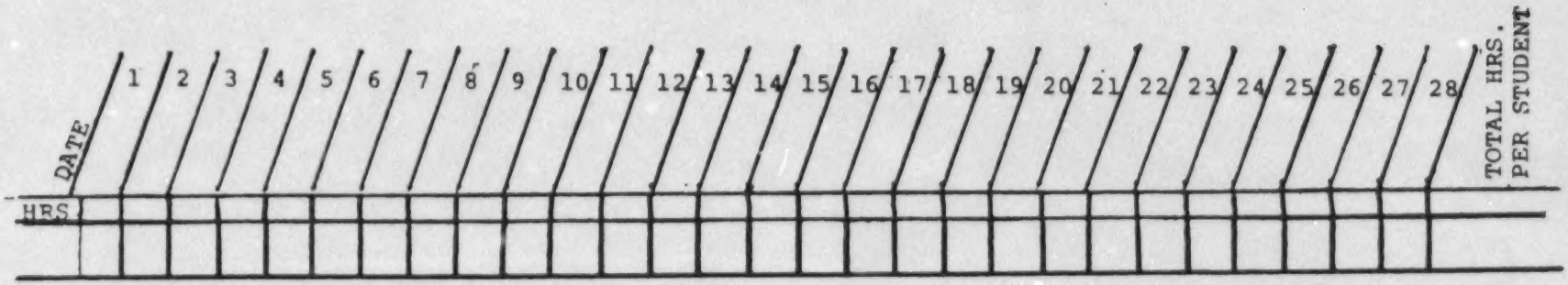
_____

_____

PLEASE FILL OUT REVERSE SIDE

IV. ATTENDANCE

Mark E for day they entered; D for the day they dropped; A for days they are absent; and P for days they are present.



V. STUDENT'S TEST SCORES

DATE OF TEST	NAME OF TEST	SCORE	COMMENTS

VI. SUMMARY

A. How was the student's functional level determined at the time of enrollment?

B. List the reason the student enrolled--the student's long range goals or purposes for participating in the program.

C. Upon separation or completion of the program indicate the follow-up and/or referral method, information and results.

VI. SIGNATURE

(Teacher)

(School-Center)

TO FROM
(DATES STUDENT ATTENDED)

Page _____

ABE CLASS ROSTER

Center _____ _____ Semester Teacher(s) _____

Time _____ Day(s) _____ _____ Year _____

	NAME	DATE ENTERED	DATE DROPPED	REASON DROPPED	LEVEL I (1-8)	LEVEL II (9-12)	TOTAL HRS ATTENDED	CHECK IF APPLY GED
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								
14.								
15.								
16.								
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20.								
21.								
22.								
23.								
24.								
25.								

Revised: 5/78

MISSOURI CERTIFICATE OF HIGH SCHOOL EQUIVALENCE

GENERAL STATEMENT

A non-high school graduate who is a resident of Missouri may qualify for a certificate of high school equivalence by passing the General Educational Development (GED) Tests. Most colleges accept the certificate as meeting the entrance requirement and many employers require the certificate as a pre-requisite to employment or promotion.

Members of the Armed Forces may be eligible for the certificate on the basis of the General Educational Development (GED) Tests taken under the auspices of USAFI (prior to 5/31/74) or the American Council on Education (since 6/1/74).

Public high schools are not permitted to issue diplomas on the basis of the General Educational Development Tests as these tests do not satisfy legal requirements for a high school diploma in Missouri.

ELIGIBILITY

A. An applicant, to be eligible to take the GED Tests, must meet one of the following requirements: 1. Be 18 years of age or older. 2. Be 17 years of age and out of school at least 6 months from the last day of school attendance. 3. Be 16 or 17 years of age and (a) have the written permission of an authorized school official where attending or last attended school, or (b) have the written permission of the juvenile judge if under the court's jurisdiction, or (c) a hardship case such as being head of a household, incarcerated in an institution, etc.

B. An applicant must be a resident of Missouri.

NOTE: Servicemen who are residents of the State of Missouri or who are stationed in the State of Missouri in active military service will be allowed to take the high school equivalency test upon the payment of the regular fee established by the Missouri State Board of Elementary and Secondary Edvcation and all age requirements will be waived.

APPLICATION

Application forms may be secured by writing to **Director of Adult Education, State Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, Missouri 65102.** The completed form is to be returned for approval. Only approved applicants may take the examination.

FEE of $6.50 must accompany EACH application. Make remittance by money order or cashier's check payable to Treasurer, State of Missouri. Fee is not refundable. Personal checks not accepted.

AN ADDITIONAL FEE of $4.00 must be paid to the testing center at the time the test is taken. A money order or cashier's check made payable to the testing center is required. Personal checks are not accepted.

Individuals who are requesting a Certificate of High School Equivalence based upon a GED test taken elsewhere under USAFI or the American Council on Education will only need to pay the fee of $6.50.

SCORE REQUIREMENTS

A minimum standard score of 225, which is an average of 45 on the five tests, with no score below 35, is necessary to qualify for the certificate.

Average Score of 32 with no score below 25 = grade 8
Average Score of 35 with no score below 30 = grade 9
Average Score of 38 with no score below 31 = grade 10
Average Score of 41 with no score below 33 = grade 11

EXAMINATION

Disregard the following instructions if GED Tests have already been taken through USAFI or the American Council on Education and the above score requirements have been achieved.

All candidates for the certificate are required to take the five tests at an official Missouri testing center after authorization is received from the State Department of Elementary and Secondary Education. They may make an appointment to take the test at any testing center they choose, after receipt of such authorization. Testing centers are located in Cape Girardeau, Columbia, Flat River, Hannibal, Hillsboro, Independence, Jefferson City, Joplin, Kansas City (3), Kirksville, Maryville, Neosho, Poplar Bluff, Rolla, St. Joseph, St. Louis (4), Springfield, Trenton, Union, Warrensburg, West Plains.

Two days are required for completion of the five tests. Not more than three tests should be completed in one day. The following areas are covered by the tests: "The Writing Skills Test,"–80 questions, "The Social Studies Test,"–60 questions, "The Science Test,"–60 questions, "The Reading Skills Test,"–40 questions, and "The Mathematics Test,"–50 questions.

Scores for GED Tests which were not authorized by the State Department of Elementary and Secondary Education will not be accepted. Exception is made for members of the Armed Forces and veterans who have taken the tests through USAFI or American Council on Education.

Since the tests cover general educational development, the State Department of Elementary and Secondary Education is not able to recommend specific books or materials to be used in making a review of these general fields.

RE-EXAMINATION–*Application and Fee required each time tests are taken.*
Re-examination is permitted after a lapse of two months since the previous attempt. **Applicant must retake those tests on which he received a standard score less than 45.** The highest scores above 35 obtained from separate testings will be combined when necessary to reach the minimum standard score of 225, provided all tests are less than two years old.

RETURN APPLICATION ONLY. *This General Statement is not to be returned.*

PREPARATION

Persons who wish to make special preparation before taking the GED Tests might review high school textbooks in English I, English II, civics, American history, general science and general mathematics. Many high school districts offer adult education classes at night. Local superintendents of schools will be able to provide information about textbooks and availability of adult education classes. The University of Missouri Extension Division at Columbia, Missouri offers a correspondence course in the area.

DESCRIPTION OF THE GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS

Test I: The Writing Skills Test–80 questions
This test consists of spelling, punctuation, capitalization, grammar and usage, diction and style; sentence structure, and logic and organization.

Test II: The Social Studies Test–60 questions
This test consists of economics, geography, political science, history, and behavioral science.

Test III: The Science Test–60 questions
This test consists of biology, earth science, chemistry, and physics.

Test IV: The Reading Skills Test–40 questions
This test consists of practical reading, general reading, prose literature, poetry, and drama.

Test V: The Mathematics Test–50 questions
This test consists of arithmetic, geometry, and algebra.

DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
Adult Basic Education—*High School Equivalence*
P.O. Box 480, Jefferson City, Missouri 65102

Number: 60-100-541
9/78
Telephone (314) 751-3504

APPLICATION FOR MISSOURI CERTIFICATE OF HIGH SCHOOL EQUIVALENCE

DIRECTIONS:

1. Mail this application, with fee of $6.50 to Director of Adult Education at the above address.
2. Make money order or cashier's check payable to Treasurer, State of Missouri.

PLEASE PRINT IN INK OR USE TYPEWRITER

Social Security Number: ☐☐☐ - ☐☐ - ☐☐☐☐

_____ (Date of Application)

Miss ( )
Mr ( )
Mrs. ( )

_____ (Last) _____ (First) _____ (Middle)

_____ (Maiden Name, if Married Woman)

Mailing Address _____ (Street Address)

Date of Birth _____ (Month) (Day) (Year) Age _____

_____ (City) _____ (State) _____ (Zip Code)

Single [1] ☐ Married [2] ☐ Male [1] ☐ Female [2] ☐

Home Address if Different _____ (Street Address)

Are you a resident of Missouri? Yes ☐ No ☐

_____ (City) _____ (State) _____ (Zip Code)

_____ (Driver's License Number)

Phone _____ (Residence No.) _____ (Office No.) _____ (Area Code)

Name and location of last **elementary** or **high school** attended _____

_____

Circle highest grade of school completed: 4, 5, 6, 7, 8, 9, 10, 11, 12.

Date of Withdrawal from School _____ (Month) (Day) (Year)

Have you been in the Armed Forces? Yes ☐ No ☐

If so, give service number _____

Were you a resident of Missouri when you entered the Armed Forces? Yes ☐ No ☐

Have you previously applied for the GED Tests at an official Missouri Testing Center? Yes ☐ No ☐

Have you previously taken the General Educational Development (GED) Tests at an official Missouri Testing Center? Yes ☐ No ☐

Have you previously taken the GED Tests while in the Armed Forces? Yes ☐* No ☐ At some other testing center? Yes ☐* No ☐

If so, when? _____ and where? _____

*Please indicate if you are applying for the Missouri Certificate of High School Equivalence on the basis of the earlier test you took in another state _____ or (if you did not pass the test) if you wish to retake the test in a Missouri Center _____.

REQUIRED FEE OF $6.50 IS FOR PROCESSING APPLICATION AND IS NOT REFUNDABLE. MAKE REMITTANCE BY MONEY ORDER OR CASHIER'S CHECK PAYABLE TO TREASURER, STATE OF MISSOURI. PERSONAL CHECKS NOT ACCEPTED. ADDITIONAL FEE OF $4.00 (MONEY ORDER OR CASHIER'S CHECK) IS TO BE PAID TO TESTING CENTER AT TIME OF TESTING. PERSONAL CHECKS NOT ACCEPTED. REPORT OF RESULTS WILL BE MAILED TO EACH EXAMINEE. ADDITIONAL TRANSCRIPTS ARE AVAILABLE UPON WRITTEN REQUEST AND PAYMENT OF $1.00 FEE, AFTER THE TEST IS TAKEN AND THE RESULTS RECEIVED BY THE APPLICANT.

FOR STATE OFFICE USE ONLY

Date Appl. Rec'd _____
Amount Fee Rec'd _____
Deposit No. _____
Card Made _____

When you are sent authorization by this department to take the test, you will also receive a list of the official GED testing centers in Missouri. You should then contact the testing center of your choice by phone to make an appointment to take the test.

SIGN HERE:

_____ Signature of applicant (Do not print) _____ Street Address _____ City _____ Zip Code

(Complete reverse side also.)

FORMER PLACE OF RESIDENCE

Street _____

City _____

State _____ Zip Code _____

From _____ To _____

SCHOOL'S PERMISSION

Applicants 16 years of age, or applicants 17 years of age who have not been out of school at least six months, must have written permission of an authorized school official (school principal or superintendent) where attending or last attended school. This space may be used for writing a note of permission, or he may send a separate letter, preferably on school letterhead.

ERIC Clearinghouse for Junior Colleges
8118 Math-Sciences Building
University of California
Los Angeles, California 90024

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